COURSE OFFERINGS 1981-82

University Studies

History

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UNIVERSITY STUDIES

HISTORY

BRANDEIS UNIVERSITY
1981-82

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I am proud to invite your exploration of a special domain of University Studies.

Courses described in this booklet seek to put you in touch with the problems, achievements and distilled wisdom of modern history. Looking at the bewildering swirl of today's events without appreciation of their antecedents in the human record deprives us of the support offered by the continuity of our culture.

I am certain you will find this program to be a stimulating part of your university experience and a help in tackling the unfinished business before us all.

Attila O. Klein
Dean of the College

August 3, 1981

UNIVERSITY STUDIES IN HISTORY

What it is and the Choices You Must Make

In 1979, the faculty of Brandeis University voted to establish a new university program in history. Beginning with the class of 1984, every Brandeis undergraduate must complete satisfactorily at least one semester of modern history. To that end, we have created a set of approximately twenty new courses, which are described in this booklet. You may take any one of those courses to meet the requirement. They are open freely to you, without enrollment restrictions of any kind.

The first decision which you must make is when to take a university-history course. In most cases, we suggest that you do so in the sophomore year. University history courses are not recommended for freshmen. The first year is so heavily laden with other requirements that we urge you to take as many electives as possible, in order to explore possible fields of concentration. The history requirement should be met in the sophomore year, and must be met by the end of the junior year.

Your second decision is to choose a particular course. The information in this booklet is meant to help you to make an intelligent choice. Our first advice is to multiply your advisors. Consult your faculty advisor, read the undergraduate course evaluation book, visit the first meeting of several courses, and judge for yourself. Remember the Brandeis caveat: take teachers, not courses. This booklet gives you biographical information about the instructors, all of whom have been encouraged to engage their research interests directly in their teaching.

We sincerely hope that our program will help you to find the study of history as enjoyable and rewarding as we do, and that your university studies course will be the beginning of a lifelong interest.

THE PURPOSE OF THE HISTORY PROGRAM

The history program takes a new approach to general education at Brandeis. During the past thirty years, many universities tried two experiments in that respect. In the 1950's, most undergraduates were required to take a common course called "The History of Western Civilization" which was intended to provide a comprehensive survey of its subject. The Western Civilization courses worked well for a time, but in the 1960's they were widely criticized for being dull, sterile, ethnocentric and ineffectual. The Western Civilization programs were abandoned, fixed requirements were abolished, and many schools--including Brandeis--tried another approach to general education called the distribution system. An attempt was made to "reach" students with a broad array of courses on topics such as the history of witchcraft, or the history of violence, or the history of sexuality. That experiment was also unsuccessful. Most students were not "reached" by even the trendiest topics, and those who were, failed to master their fundamentals in a coherent or disciplined way.

The new history program seeks to combine the strengths of both earlier approaches, and to correct their weaknesses. It begins with the assumption that there was something right about the reforms of the 1960's even as they went wrong--something profoundly right in their respect for the autonomy of individual students, and for the variety of their interests, and for the importance of engaging those interests actively in the educational process. At the same time, there was something sound in the old Western Civilization courses--in their seriousness, their rigor, their coherence and comprehension.

The new program is a mediating idea. It requires all students to take a course which introduces them to the main lines of modern history and provides a solid grounding in the subject. But at the same time it encourages them to choose one course from among many in the hope of finding an approach which will be interesting and meaningful.

All courses in the program share certain characteristics in common. Each includes a common core of themes and

topics: the Renaissance and Reformation; the general crisis of the 17th century, the scientific revolution; the revolutions in America and France; industrialization and urbanization; liberalism and nationalism; imperialism; totalitarian movements; the Russian Revolution; and the World Wars.

The courses also share several structural features. All assign common readings in Palmer and Colton, A History of the Modern World. All courses require students to pass a factual examination testing mastery of the rudiments of historical knowledge. Each student, in every course, will be asked to write at least one research paper from primary sources. In pedagogy every course is more than merely a set of lectures; it will also include tutorials or preceptorials or discussion groups.

In respect to scope, all courses must include instruction in the main lines of modern western history. But they are not limited to the history of the west. An effort has been made to avoid the ethnocentrism of the old Western Civilization programs by including courses in world history as well as western history. Every course spans at least the past 300 years of modern history, but some are more broadly conceived, and temporal balance varies from one course to another. Some place special emphasis upon the 19th and 20th centuries. Others give more attention to the early modern era.

The program has also another organizing assumption. Every historian at Brandeis is actively engaged in his own research, and many have won reputations as leaders in their fields. The new program invites them to develop courses on themes which are closely linked to their own active research interests, so that scholar-teachers may be directly engaged in teaching their scholarship, and students may be involved in learning on the cutting edge of the field.

In 1981-82 fourteen courses will be available. Five others will be given in 1982-83. All are described below.

PROCEDURES FOR EXEMPTION

The History requirement can be met at Brandeis only by satisfactory completion of a course designated "university studies: history." Other history courses may not be used to fulfill the requirement.

Any Brandeis undergraduate may also meet the requirement by achieving a grade of 3 or better on an advanced placement examination in European history or in World history, or by achieving a score of 600 or better on a college board examination in modern European or world history.

History courses at other universities may also be used to meet the requirement, provided that the courses are broad surveys of the main lines of modern western or world history, and otherwise are consonant with existing university rules governing the transfer of credit.

Students should note that more specialized courses in American history, or in the history of any other nation or period may not be used to meet the requirement.

For further information contact the administrative secretary of the program, Ina Malaguti, in Olin-Sang 215b. Her extension is 2862 or 2864. Petitions for exemption must be submitted in writing to Mrs. Malaguti.

The history program is directed by a faculty committee consisting of Eugene C. Black (History), George Cowgill (Anthropology), Joachim Gaehde (Fine Arts), Mark Hulliung (Politics), Morton Keller (History), Wellington Nyangoni (African and Afro-American Studies), Stephen A. Schuker (History), Silvan Schweber (Physics), and David Hackett Fischer (History, Chairman).

RELATED PROGRAMS
HISTORY AND FILM: TUESDAY NIGHT AT THE MOVIES

On most Tuesday nights through the academic year, a feature film will be shown without charge in either Olin-Sang auditorium or Levin Ballroom. Each film is devoted to an important historical process or event, and all are also of high cinematic merit. On most evenings, the feature will be preceded by old newsreel footage, introduced by a historian on the staff of the program. All members of the Brandeis community are welcome to attend. The tentative schedule is as follows:

FALL

Oct. 6	MODERN TIMES
Oct. 13	A MAN FOR ALL SEASONS
Oct. 20	TALE OF TWO CITIES
Oct. 27	CHARGE OF THE LIGHT BRIGADE
Nov. 3	BATTLESHIP POTEMKIN
Nov. 10	GRAPES OF WRATH/THE RIVER
Nov. 17	NIGHT & FOG/WARSAW GHETTO
Nov. 24	LOS OLVIDALDOS

SPRING

Feb. 9	DR. STRANGELOVE
Feb. 16	HENRY V
Feb. 23	LES MISERABLES
Mar. 2	THE FOUR FEATHERS
Mar. 9	GRAND ILLUSION
Mar. 16	ALEXANDER NEVSKY
Mar. 23	PADRE PADRONE
Mar. 30	BATTLE OF ALGIERS

This schedule is subject to change without notice. Check listings with the History Office, ext. 2862.

RELATED ACTIVITIES:
CHRONOS, A JOURNAL OF HISTORICAL RESEARCH BY BRANDEIS STUDENTS AND FACULTY

Every university studies course in history requires undergraduates to complete at least one research paper from primary materials. Where possible, Brandeis students enrolled in the program are urged to undertake a project which is something more than merely an academic exercise. They are invited to make a genuine contribution by tackling a descriptive question which has not been answered, or by studying an interpretative problem which has not been solved. This approach has been tried experimentally during the past several years, and the results demonstrate beyond doubt that with the help and encouragement of a scholar-teacher who is securely in command of his subject Brandeis undergraduates are able to do original research.

As an outlet for the results of that research, we have founded a new historical journal called CHRONOS. It is open to faculty and to undergraduates alike. Each issue will be organized around an interpretative theme. The first issue, to be published by Fall of 1981, will include essays in American social history by Hannah Boucot, Victoria Humphrey, Barbara Segal, Larry Dobosh, David Hackett Fischer and John Demos.

Any undergraduate who is interested in working on the staff of the journal is urged to contact the editor-in-chief, Hannah Boucot, through the History Office.

RELATED PROGRAMS:
HISTORY COLLOQUIA

Brandeis University sponsors two graduate programs leading to a Ph.D. in history. One of them stresses the study of American history. The other gives special attention to comparative history, mainly of the nations of modern western Europe in the 19th and 20th centuries.

Each graduate program sponsors a colloquium, which brings to Brandeis the leading historians in the western world. Within the past several years, speakers have included Bernard Bailyn, Richard Cobb, Robert Darnton, Ann Douglas, Robert Fogel, Eugene Genovese, Martin Gilbert, Henry Glassie, Charles Kindleberger, Emmanuel Le Roy Ladurie, David Montgomery, Keith Thomas, Gordon Wood, Bertram Wyatt-Brown and many other scholars.

The history colloquia are attended primarily by graduate students and faculty from Brandeis and other universities. They are also open to all members of the Brandeis community. Interested undergraduates are welcome.

EUROPE AND THE WIDER WORLD — NOT GIVEN
MR. BARRACLOUGH — 1981-82

The central themes of this course are the impact of Europe upon Asia, Africa, and Latin America; and the impact of Asia, Africa, and Latin America upon Europe. Mr. Barraclough writes, "The course is intended to serve as a broad introductory survey for the non-specialist who wishes to know something of the antecedents of our own age and why we live in it." It will place particular emphasis on cultural events. Readings will include: J.H. Parry, Europe and a Wider World, 1415-1715, Victor Kiernan, The Lords of Humankind, A.P. Thornton, Imperialism in the Twentieth Century, Donald Lach, Asia in the Making of Europe, and W. Franke, China and the West, and Prof. Barraclough's latest book, Turning Points in World History, in addition to a textbook.

GEOFFREY BARRACLOUGH was born in Yorkshire in 1908, won First Class Honours at Oxford in 1929, and continued his studies at the University of Munich and in Rome. During World War II he served as a squadron leader in the Royal Air Force. Mr. Barraclough taught at Cambridge and Oxford where he was Chichele Professor of Modern History until 1973 when he resigned his Chair to come to Brandeis. He has lectured widely throughout the world: in the past few years at Heidelberg, Warsaw, Bologna, Zurich, Geneva, Paris, Tokyo and New Delhi. Mr. Barraclough has written 15 books on a wide variety of subjects. He began his career as a medievalist, publishing Medieval Germany (2 vols., 1938) and The Origins of Modern Germany (1946). In the 1950's, he became a pioneer in the founding of a new field called "Contemporary History". His Introduction to Contemporary History remains the classical work on a subject. Mr. Barraclough in 1978 published The Times Atlas of World History, which The New Republic described as "incomparably the best single volume of universal history available today". Since its publication in 1978, it has sold more than 250,000 copies in 14 languages. At present Mr. Barraclough is at work on a new book to be called "Agadir: Anatomy of a Crisis". That project and his atlas are closely tied to his university studies course.

MODERN EUROPE IN CULTURAL PERSPECTIVE NOT GIVEN
MR. BINION 1981-82

This course will survey the major developments in European political and social history beginning around 1715, as background for changing modes of thought and expression since the Enlightenment. The aim will be to grasp cultural facts together with the other facts of modern European life--to see Goethe's romanticism, or Flaubert's realism, or Ibsen's naturalism, in focus with Napoleon's wars and Metternich's peace, with industrial growth and shrinking families, with the decline of the classes and rise of the masses. Two weekly lectures will be supplemented by a textbook. A third hour will be devoted to discussion of illustrative original source readings, proceeding from Alexander Pope's An Essay on Man with its contrived optimism (1734) to Albert Camus' tormented, compassionate The Fall (1956). Brief written assignments will be required in addition to a midterm and a final examination.

RUDOLPH BINION was born in New York City in 1927. He received his education at Columbia University (BA 1945, Ph.D. 1958) and at the Institut d'Etudes Politiques, diplome, 1949. Professor Binion has taught at Rutgers, MIT, Columbia and Brandeis and lectured throughout the western world. He was a pioneer in the development of the application of psychological theory and methods to historical problems and in the refinement of psychological theory by the test of historical research. His major publications include: Defeated Leaders, The Political Fate of Caillaux, Jouvenel and Tardieu (1960); Frau Lou, Nietzsche's Wayward Disciple (Princeton 1968); and Hitler Among the Germans (Elsevier 1976). In the fall of 1980 Professor Binion received the honor, rare for an American scholar, of an invitation to deliver a series of lectures at the College de France in Paris. He has also been a resident scholar at Bellagio in Italy, and the Institut für Zeitgeschichte in Munich sponsored a symposium on his work. In the spring semester of 1981 he was invited to present a major paper at Augsburg University. Professor Binion's next book will be closely connected to the theme of his university studies course--a broad study of basic assumptions in western culture from the 17th century to the present.

REVOLUTION AND MODERNIZATION
MR. BLACK

FALL
1981-82

This course introduces students to various modes of historical analysis stressing the tension between elements of persistence and change. Topics will include the Renaissance, the Reformation, the expansion of Europe, 17th century commercial and economic development, orders and estates in the organization of rural and urban society, corporative and absolutist conceptions of the state, the scientific revolution and the Enlightenment, the democratic and economic revolutions, the development of class society, ideas and institutions in the evolution of modern nation states, imperialism and European world hegemony, collectivism and mature industrial society, war and totalitarianism in the twentieth century, from warfare state to welfare state, and the European revival in the contemporary world.
Regular lecture-discussions are combined with optional tutorials on special topics. Each student is expected to develop some familiarity with European geography. A textbook by Palmer and Colton provides the substantive narrative. Weekly readings vary from sources such as Machiavelli and Marx to monographs by Hobsbawm and Barraclough.

EUGENE C. BLACK was born in Boston in 1927, did his undergraduate work at the College of William and Mary (AB 1948), served to the rank of Captain in the United States Air Force during the Korean War, and took his graduate degrees at Harvard (AM 1954, Ph.D. 1958). He is presently chairman of the history department. Mr. Black has published many articles and five books including: The Association: British Extraparliamentary Political Organization 1769-1793 (Harvard, 1963); European Political History, 1815-1870: Aspects of Liberalism (Harper, 1967); Victorian Culture and Society, (Harper, 1973). He is presently at work on two others, one to be called "Modernization of European Society", the other a study of social deviance in Late Victorian England. Prof. Black's research for both books is closely related to the theme of his university studies course.

THE SOCIAL FORMATION OF MODERN FRANCE FALL
MR. COHN 1981-82

The course will examine class struggle and class structure from the middle ages to the twentieth century. The development of self-conscious classes, and changes in the forms of insurrections and their impact on society as a whole will be investigated through close study of seven historical problems: the development of the nobility in France; Renaissance Italy and the rise of the modern state; Luther and the German Peasants' War; the English Civil War, the French Revolution, the making of the English working class and fascism in the 1930's. These social developments will be placed in the broader contexts of changes in technology, environment and demography. They will provide the standpoint, moreover, for the investigation of changes in the character of the state, religion and political ideology in Western Civilization. Each topic will integrate original source materials (in translation) with major works in modern historiography: (1) The Song of Roland and Marc Bloch, (2) Machiavelli and Jacob Burckhardt, (3) Luther and Frederick Engels, (4) Gerrard Winstanley and Christopher Hill, (5) Voltaire and Georges Lefebvre, (6) Marx and Eric Hobsbawm, and (7) Togliatti and Ralf Dahrendorf.

SAMUEL COHN, JR. was born in Birmingham, Alabama in 1949. He received his education at Union College (BA 1971), University College London, University of Wisconsin (MA 1972), Universita degli Studi di Firenze, Istituto sperimentale-mathematico, and Harvard University (Ph.D. 1978). His Ph.D. dissertation won the Italian Award for the best unpublished manuscript in Canada and the United States on Italian history. His first book, The Laboring Classes in Renaissance Florence was published in 1980 by Academic Press. Mr. Cohn's current research investigates preindustrial markets and the movement of landed property in the region of Siena, Italy, over the long term, 1296-1808.

POPULATION, HISTORY AND SOCIETY SPRING
MR. COWGILL 1981-82

This course will be an introduction to modern western history with particular attention to population change. It begins with a question. In Mr. Cowgill's words, "How have some nations transformed themselves into the rich and 'developed' while other nations have become increasingly poor and 'underdeveloped'?" In the Western world, this process of development means the transformations associated with the rise of capitalism and colonialism, the Industrial Revolution and the French Revolution, laissez-faire and Marxism. Outside Europe and the United States it means the impact of these events, and transition to a post-colonial status. India, Japan and Indonesia will serve as brief examples of the non-Western world. Changes in family structure and population processes will be a unifying theme throughout; partly because they are intimately connected with other transformations in recent centuries; partly because explosive population growth remains among the most urgent of our unsolved problems; and partly because attempts to deal with it have been impeded by so many false historical assumptions. Course readings will include Wrigley, Population and History; R.D. Lee, Population Patterns in the Past; Laslett, et al., Household and Family in Past Time; and Palmer and Colton, A History of the Modern World.

GEORGE COWGILL was born in Grangeville, Idaho, in 1929. He did his undergraduate work in physics at Stanford University (BS 1952) and his graduate studies in anthropology at Chicago (AM 1956) and Harvard (Ph.D. 1963). He has taught at Brandeis since 1960 and three times has held visiting appointments at Harvard University. Professor Cowgill has done work of major importance on the applications of mathematics and computer science to archaeology, and is also widely known for his contributions to population history. He has published an essay On Causes and Consequences of Ancient and Modern Population Changes and many other articles and monographs.

THE CHANGING SHAPE OF COMMUNITY — SPRING
MR. DEMOS — 1981-82

This course will explore the past several centuries of western history, from the special vantage-point of community life. Six forms, or types, of community will be considered in succession--three on each side of the "modern transition": (1) the traditional peasant village; (2) the pre-modern city; (3) the overseas "plantation" (e.g. colonies in North and South America, and in West Africa); (4) the industrial city; (5) alternative communities of the 19th and 20th centuries (including utopias and other planned communities, the frontier, the slave community); (6) the "megalopolis" of our own time (the inner city, with its enclaves and "ghettoes," and the suburb). An additional unit, sited midway through the course, will explore the "transition" itself in political and socio-economic terms (the "age of democratic revolutions" and overall "modernization"). A textbook (Palmer and Colton, A History of the Modern World) will provide narrative continuity from start to finish, and will help establish links between community-experience and events-in-history (e.g. wars and depressions). Additional readings will include: Robert Redfield, The Little Community; George Homans, The English Villager; Marc Bloch, French Rural History; Peter Laslett, The World We Have Lost; Kenneth Lockridge, A New England Town; Anthony Wallace, Rockdale; Richard Brown, Modernization; Sam Bass Warner, The Urban Wilderness; and Herbert Gans, Urban Villagers.

JOHN DEMOS was born at Boston in 1937, and did both undergraduate and graduate work at Harvard. He also studied at Oxford and Berkeley, and in 1961-62 served with the Peace Corps in Ghana. He has been at Brandeis since 1968. Mr. Demos is the author of A Little Commonwealth, a study of family and community in 17th century Massachusetts, and has recently completed a major work called Entertaining Satan: Witchcraft in the Culture of Early New England. He has also served as historical advisor to many television productions ("Scarlet Letter" "Best of Families," "Home") and was a member of the Carnegie Council on Children. Mr. Demos has also completed the Boston Marathon and is an active mountaineer with many successful climbs of major peaks to his credit.

AN ENVIRONMENTAL APPROACH TO WORLD HISTORY FALL
MR. FISCHER 1981-82

This course is the history of man's world conceived as an ecological system, changing through time. Throughout the past 10,000 years, that system has been in a condition of continuing disequilibrium. We are not the first generation to face an "environmental crisis." From the extinction of the great mammals in the Pleistocene era to our own time, the ecological history of mankind has been a sequence of ecological difficulties punctuated by ecological disasters. Many of those crises were not of man's making, but increasingly he has been the architect of his own misfortunes. Ecological problems have called forth solutions which have become problems in their turn. One purpose of this course is to describe that "problem chain." Another purpose is to examine the great civilizations of mankind as material systems for manipulating the environment and also as mind systems for explaining it. The course will examine in turn the cultures of the stone age, Mesopotamia and Egypt, Greece and Rome, China and India, Arabs and Vikings, the Medieval West and the Mediterranean cultures of the early modern era. The bulk of the semester will be devoted to the major events of modern western history.

DAVID FISCHER was born in Maryland in 1935 and educated at Princeton (AB 1958) and Johns Hopkins (Ph.D. 1962). He has taught at Brandeis since 1962, and also has held visiting appointments at Harvard and the University of Washington. He is the author of The Revolution of American Conservatism, Historians Fallacies, and Growing Old in America, and Deep Change: The Rhythm of American History, forthcoming from Oxford University Press. He is presently at work on two volumes of environmental history: Deep Change: Determinants of a Voluntary Society, and a history of the world from the ice age to the present.

RUSSIA AND THE WEST SPRING
MR. FREEZE 1981-82

The question which this new course addresses is how and why the history of Russia differed from that of western Europe. Each week Mr. Freeze will devote one hour to events in western Europe, another hour to happenings in Russia, and a third hour to comparisons between the two. Weekly topics will include, for example:

Renaissance politics--Machiavelli and Ivan the Terrible
Reformation Europe; Schism in Russia
Absolutism and Revolution
Social Reform in the 19th Century
Economic development of socialist ideology
Expansion and imperialism, east and west
Revolution in the 20th Century
The Roaring Twenties and Authoritarian Thirties
World War II and the Great Patriotic War
Cold War and Detente

Readings will consist of a standard text (Palmer and Colton), specially translated primary sources and a selection of secondary materials.

GREGORY FREEZE was born in 1945. He studied at De Pauw University (AB 1967) and Columbia (Ph.D. 1972). Since 1972 he has taught at Brandeis and he also holds an appointment as Fellow in the Russian Research Center, Harvard University. Mr. Freeze is the author of The Russian Levites: Parish Clergy in the 18th Century (Harvard 1977). Last year he received a Guggenheim fellowship which allowed him to work in Russian archives on his next book, a social history of Russia in the 19th Century.

UTOPIA AND POWER IN MODERN HISTORY FALL
MR. HULLIUNG 1981-82

This course studies the relationship between utopian ideals (from More to Marx) and power politics (from Machiavelli to Lenin). It begins with Machiavelli's theoretical writings on power and politics, and More's utopian speculations, conceived as opposites. The course traces the slow erosion of that antithesis as utopians became concerned with the realization of their dreams. The course is organized in six parts, centered on the Renaissance, the Reformation, the 17th century, the democratic revolutions of the 18th and 19th centuries, the Russian revolution, the mid twentieth century, and our own time. Readings include selections from More, Machiavelli, Luther, Calvin, Montaigne, Rousseau, Lenin, Michels, Sorel, Djilas, and Mannheim, in addition to Palmer and Colton, A History of the Modern World.

MARK HULLIUNG was born at Belleville, Illinois in 1943, did his undergraduate work at Illinois (AB 1965) and took his Ph.D. from Harvard. He has taught at Harvard, Ohio State, and since 1971, in the politics department at Brandeis where he was a founding member of the new interdisciplinary history of western thought. His first book, Montesquieu and the Old Regime, was published by the University of California Press in 1976. Mr. Hulliung has finished a second volume called Citizen Machiavelli and is currently at work upon a third volume tentatively titled Citizenship and Sincerity: A Study of the Thought and Life of Rousseau. The central theme of his university studies course is closely linked to his active research interests.

HISTORY OF THE FAMILY IN WESTERN EUROPE SPRING
MISS KELIKIAN 1981-82

This survey will trace the impact of population change, commercial expansion, urban growth, and political development in Europe through an examination of the family from early modern to contemporary times. The course begins with a comparative analysis of the peasant household economy and then examines aristocratic forms of kinship in old regime states. Proceeding to the working class family of the early industrial period, it concludes with the development of nuclear family structures in advanced societies. Topical emphasis will be placed on changing patterns of sociability, authority, child rearing, sex-role differentiation, employment, and marriage. The readings integrate primary documents with classics by Max Weber, Sigmund Freud, and Frederic Le Play. Secondary studies by Lawrence Stone, Philippe Aries, Michael Anderson, and Lutz Berkner will be supplemented with fiction by Emile Zola, George Gissing, and Thomas Mann.

ALICE KELIKIAN was born in Chicago in 1951, did her undergraduate work at Princeton University (AB 1972), studied in the Soviet Union (1973) and took her doctoral degree at Oxford University (D.Phil. 1978). She has held research fellowships in economic history at the Einaudi Foundation in Turin (1974-1976) and in contemporary Italian history at the Croce Institute in Naples (1976-1977), and has taught modern European social history at Smith College and the University of California. She now holds a National Endowment for the Humanities fellowship to finish her book on the social origins of Italian fascism, a subject on which she has published three articles. Miss Kelikian's next project will be a study of the peasant household economy in nineteenth-century Italy, a theme closely related to her university studies course on the family.

STATE AND SOCIETY IN THE WESTERN WORLD SPRING
MR. KELLER 1981-82

For students who are specially interested in the history of politics, government and law, this course will trace the evolution of public authority in the western world from the Renaissance to the present. It will study the political structure of the ancien regime, the American and French Revolutions, the interplay of politics and economic development in the nineteenth century, the rise of the administrative state, and the politics of mass society in the twentieth century. Reading assignments will include Palmer and Colton, and supplementary material.

MORTON KELLER was born in Brooklyn, New York, in 1929. He received his AB from Rochester in 1950, took both his graduate degrees at Harvard (MA 1952, Ph.D. 1956), and served on active duty in the U.S. Navy from 1953 to 1956. Mr. Keller has taught at North Carolina, Pennsylvania, Harvard, Yale and since 1964 at Brandeis. In 1979 he was Commonwealth lecturer at University College, London; in 1981, was Harmsworth Professor of American History at Oxford; and he has lectured widely throughout the western world (last year, London, Lisbon, France, Yugoslavia and Italy.) In 1968 he served also as a member of the U.S. Delegation to UNESCO. Mr. Keller has published seven books and many essays, mostly on topics in modern American history. He is presently at work on a general history of the state and society in America--of which the first volume, Affairs of State was published in Harvard Press in 1976. Mr. Keller's university studies course draws upon many years of research.

INDUSTRIALIZATION AND SOCIAL CHANGE SPRING
MR. KEYSSAR 1981-82

This course will approach the history of the western world in the eighteenth, nineteenth, and twentieth centuries through a thematic focus on the process of industrialization and the social changes wrought by industrialization. The course will begin with an examination of western European society in the eighteenth century. This will be followed by the study of the industrial revolution in Europe, particularly Britain. The spotlight will then move across the Atlantic and focus on the emergence of an industrial society in a different setting--the United States in the nineteenth century. Twentieth-century social history will be studied by examining both the nature of advanced industrial societies (primarily the United States) and the history of several nations (particularly in Latin America) where industrial development has occurred during the last hundred years. Specific topics include: changes in class structure, technology, work, family life, ideology, urbanization, and politics. The course will also trace the changing relationships among the different societies being studied, e.g. the movement of technology and capital, the migration of labor, imperialism. Readings will also include excerpts from classical texts, such as those of Adam Smith and Karl Marx, and more monographic secondary works.

ALEXANDER KEYSSAR was born at East Orange, New Jersey in 1947. He did both his undergraduate and graduate work at Harvard (AB 1969, Ph.D. 1977), and has taught at M.I.T., Harvard, and Brandeis. His many prizes and awards include a National Merit Scholarship, Danforth Fellowship, the Michael Rockefeller Fellowship for study abroad, and research fellowships from the A.C.L.S. and the N.E.H. His undergraduate thesis, a study of Melville's Israel Potter, was published by the Harvard University Press. Mr. Keyssar's second book, a history of unemployment, will soon be published by the Cambridge University Press. He has also published short essays on the history of the family, and literary responses to industrialization.

AN INTELLECTUAL HISTORY OF MODERN EUROPE AND AMERICA
MR. KLOPPENBERG

FALL 1981-82

Historical understanding depends on interpreting the meaning of ideas and events. To think historically requires not merely a knowledge of sequences but the recapturing of experience, and this course is designed to help students understand the past as it was lived and to interpret its significance for the present. We will concentrate on the meaning of ideas about human knowledge, ethics, and political ideals. We will contrast the mood of the Renaissance and "Counter-Renaissance," link the varieties of Enlightenment and Romanticism to underlying currents of revolution and reform, and explore the highs and lows of the landscape of twentieth-century thought. Americans have long regarded Europe as a repository of fertile traditions and decaying relics. Europeans have judged America a land of promise and folly. We will examine changing American and European images of each other and their effect on intellectual, political, and social developments on both sides of the Atlantic. Since the Renaissance, ascriptions of the scope of change have expanded gradually, while the portion of reality considered immutable has shrunk. We will also chart the development of this historical sensibility, attuned to change and sceptical of claims to certainty, a sensibility characteristic of modern thought. Readings will include selections from such thinkers as More, Montaigne, Locke, Rousseau, Madison, Thoreau, Marx, and Sartre, and a text, Palmer and Colton's A History of the Modern World.

JAMES KLOPPENBERG was born in Denver in 1951. He did his undergraduate work at Dartmouth College (AB 1973) and his graduate work at Stanford University (MA 1976, Ph.D. 1980), where he was awarded fellowships by the Danforth and Whiting foundations and a grant from the N.E.H. for course development in comparative intellectual history. Before coming to Brandeis, Mr. Kloppenberg taught at Stanford and in Stanford's foreign study program in Florence, Italy. He is at work on his first book, a comparative study of the philosophical foundations of modern social and political thought in Europe and America.

THE REPUBLIC NOT GIVEN
MR. MEYERS 1981-82

The broad object of this course is to introduce students to the long history of western thought, with particular attention to the problem of popular self-government. After a backward glance at ancient origins, the course will take its modern point of departure from the Renaissance and Reformation, exemplified by Machiavellian Florence and Calvinist Geneva. Then it will travel westward to the 17th century Puritan and Whig regimes of Anglo-America and explore the American and French republics in the age of reason and revolution. Finally, it will follow its theme into the development of industrial democracy during the 19th and 20th centuries. Readings will consist largely of primary sources, such as Calvin and Machiavelli, Harrington and Milton, Winthrop and Williams, Jefferson and Adams, Tocqueville and Mill, Dewey and Weber, Aron and Hannah Arendt, together with supplementary assignments in secondary works.

MARVIN MEYERS was born at Norfolk, Virginia, in 1921. He attended college at Rutgers (AB 1942), served in the U.S. Army Air Corps from 1942 to 1946. After the war, he returned to graduate school at Columbia (MA 1948, Ph.D. 1957), and taught at the University of Chicago for many years before coming to Brandeis in 1963. Mr. Meyers has devoted a lifetime to learning to the subject of his university studies course. He was an editor of The People Shall Judge (1949), Sources of the American Republic (2nd edition, 1967-68), The Mind of the Founder... James Madison (revised edition. 1981), and The Jacksonian Persuasion (1957), a classic on its subject. Mr. Meyers is on leave this year, and is fellow at the National Humanities Center.

AFRICA AND THE WEST
MR. NYANGONI

SPRING
1981-82

This new survey course will study the relationship between Africa and the western world from the sixteenth century to the present. It begins with a comparative analysis of culture in Europe, Islam and Africa during the early modern era. Then the course will proceed to an analysis of the basis for Western European dominance: the scientific revolution, the industrial revolution, and political development. Next, it will examine the impact of that domination: slavery, imperialism, partition, racism and African social development. The last part of the course will be devoted to the history of events in the twentieth century: World Wars I and II, the decline of European colonialism, and the rise of African nationalism. Text readings will include: Palmer & Colton, A History of the Modern World and Philip Curtin, et al., African History.

WELLINGTON NYANGONI was born in Zimbabwe (Rhodesia) in 1940. He earned his A.B. at the University of Ghana and his Ph.D. at Howard University in 1974. At present, he is chairman of the Department of African and Afro-American Studies at Brandeis University. Mr. Nyangoni has traveled widely in Europe, Asia and Africa, visiting every African country except Chad. He published his first book on African Nationalism in Zimbabwe (Washington, 1977) and last year brought out another book on United States Foreign Policy and the Republic of South Africa (New York, 1980). Another work on Africa in the United Nations System is now in the process of being published by the Fairleigh Dickinson University Press. Mr. Nyangoni's present research is for his fourth book, a study of imperialism, neo-colonialism, and underdevelopment in Zimbabwe from 1890 to the present. In addition to his many scholarly publications, Mr. Nyangoni has also served as a consultant to the Organization of African Unity (OAU), and to the governments of several African nations, as well as the U.S. State Department and the Black Caucus in the U.S. Congress.

RELIGION AND SOCIETY IN THE WEST — FALL
MR. SCHNEIDER — 1981-82

This course will survey western history from the Renaissance to the present from the perspective of religion and the varieties of religious experience. It will treat religion not only in the theological and institutional sense, but perhaps more importantly as a part of culture, as a system of beliefs and rituals, as a mechanism which enables people to understand and deal with their world, and as an experience enmeshed in the social, political and economic realities of life. Some of the topics the course will take up include: popular religion and peasant society, the Reformation and the Counter-Reformation, Puritanism and sectarian Christianity, religion and the rise of capitalism, the European witch-craze, messianic Judaism and Hasidism, Christianity and the Enlightenment, Christianity and colonialism, religion and the ideologies of Communism and Fascism, anti-semitism and Zionism, religion in contemporary society. Palmer and Colton's text, A History of the Modern World, will be supplemented by readings by historians such as Natalie David, Carl Becker and Gershom Scholem. Other assignments will include selections from works by Thomas More, Luther, Voltaire, Max Weber, Freud, Pope Leo XIII, Herzel, and Martin Luther King, Jr.

ROBERT SCHNEIDER was born in Manchester, New Hampshire in 1949, and was educated at Yale, Wesleyan and the University of Michigan. He is receiving his Ph.D. from the latter institution, and his dissertation is a study of religion and culture in Toulouse, France in the sixteenth, seventeenth and eighteenth centuries. He has lived in France and Israel, and before coming to Brandeis he taught at the University of Michigan.

THE POLITICAL ECONOMY OF THE WEST — NOT GIVEN
MR. SCHUKER — 1981-82

This course surveys the major issues in Western history with emphasis on economic problems. It begins with a consideration of the economic basis of traditional rural society, traces the impact of the rise of national states and modern theories of sovereignty, elucidates the workings of the seventeenth-century scientific revolution and the diffusion of Enlightenment ideas, and draws connections between those developments and the commercial revolution that led to an "Atlantic economy." Students will compare economic and non-economic causes of the French Revolution and explore the social changes that it called forth or confirmed. Subsequent units cover the population explosion, the transformation of agriculture, the industrial revolution and its diffusion, the socialist response to industrialization, migration and urbanization, and the development of working-class consciousness. Students are invited to weigh economic and non-economic explanations of liberal ideology, national consolidation, and the imperial expansion in nineteenth-century Europe, and to judge whether economic rivalries or other factors offer the most useful explanation of the European civil war, 1914-1945. There will be examination in some depth of the economic problems of the interwar era, Fascist and Communist challenges to the liberal economic order, alternative explanations for the Depression, the rise of the welfare state, and changes in the international economy since World War II.

STEPHEN SCHUKER was born in New York City in 1939, received his BA from Cornell in 1959, and his Ph.D. from Harvard in 1969. He taught eight years at Harvard before coming to Brandeis in 1977, and also at the School of Advanced International Studies, Johns Hopkins University. Mr. Schuker's first book, The End of French Predominance in Europe (1976), a study of financial diplomacy after World War I, was awarded both the Beer Prize of the American Historical Association and the Chinard Prize of the Society for French Historical Studies. He is presently writing Watch on the Rhine, a study of European security issues between the world wars, and European Reconstruction after the Great War. His university studies course grows directly out of his current research interests.

HISTORY OF SCIENCE AND SOCIETY SINCE THE RENAISSANCE
MR. SCHWEBER

FALL 1981-82

This new course will offer an introduction to the history of science, in the context of western culture. It will begin in the twelfth and thirteenth centuries, and will examine the history of astronomy, physics and medicine in the Renaissance, and will inquire into the social and intellectual factors responsible for the development of natural sciences in the West during the sixteenth and seventeenth centuries. Other topics will include the impact of the French Revolution and industrialization on the changing institutional framework of science, and the growing professionalization of science during the nineteenth century. The last third of the course will be devoted to a study of science and technology during the later part of the century. Readings will include: Palmer and Colton, and other selected source materials, both primary and secondary.

SILVAN SCHWEBER was born in Strasbourg, France in 1928, and studied at the City College of New York (BS 1947), the University of Pennsylvania (MS 1949) and Princeton (Ph.D. 1952). He has had a distinguished academic career as a theoretical physicist, and was chosen a member of Princeton's Institute for Advanced Study, visiting Professor of Physics at M.I.T., and Distinguished Visiting Professor at The Hebrew University. He published one of the major textbooks on relativistic quantum theory. In recent years, Mr. Schweber has also become actively engaged in primary research on the history of science, and has completed two articles on the development of Darwinian thought. He is also making a more broadly conceived investigation of the scientific enterprise in early Victorian England and is presently working on a history of the theoretical physics community in the period 1945-55. Mr. Schweber will draw upon that continuing research in this course.

EMPIRES AND NATION STATES: ORIGINS OF THE MODERN WORLD SYSTEM — NOT GIVEN 1981-82
MR. WASSERSTEIN

This course analyses the origins of the modern world system. It surveys the birth and development of the sea-borne empires (Portuguese, Dutch, Spanish, and British), the rise and fall of the land-based multi-national empires (Ottoman, Austrian, and Russian), the "new Imperialism" (British, French, German) of the late nineteenth century and contemporary neo-colonialism (American, Russian). The focus is on both the sources of the imperial urge and the nature of the anti-imperial reaction. The effects of such events as the American and French revolutions and the two world wars on the formation of the world system will be discussed. The course will cover the major theories of imperialism and nationalism, will examine the economic, social, diplomatic and cultural aspects of the histories of empires, and will survey the effects of imperialism on both colonizers and colonized. Course readings will include, Joel Colton and R.R. Palmer, A History of the Modern World, D.K. Fieldhouse, The Theory of Capitalist Imperialism, Shlomo Avineri, ed., Karl Marx on Colonialism and Modernization, Elie Kedourie, ed., Nationalism in Asia and Africa, and J. Gallagher and R. Robinson, Africa and the Victorians: The Official Mind of Imperialism.

BERNARD WASSERSTEIN was born in London in 1948 and educated at Balliol and Nuffield Colleges, Oxford and at The Hebrew University of Jerusalem. He has taught at the universities of Oxford, Sheffield, and Jerusalem. Since 1980 he has been Director of the Tauber Institute at Brandeis University and a member of the history department. His research interests include the modern history of Europe and the study of imperialism and the post-imperial world. His published works include The British in Palestine: The Mandatory Government and the Arab-Jewish Conflict (Royal Historical Society 1978), Britain and the Jews of Europe 1939-1945 (Oxford 1979), and other works on related themes. He is currently at work on a history of Europe in the twentieth century.

SCHEDULE OF COURSE OFFERINGS 1981-1982

FALL SEMESTER

1a ENVIRONMENTAL HISTORY (Fischer)
M, W, Th 1-2

2bR REVOLUTION AND MODERNIZATION (Black)
T 10-11, Th, F 11-12

4bR SCIENCE AND SOCIETY (Schweber)
T, Th 9-1, F 10-11

5a SOCIAL FORMATION IN EUROPE (Cohn)
T 1-2, Th, F 2-3

7a INTELLECTUAL HISTORY (Kloppenberg)
M, W, Th 10-11

8a RELIGION AND SOCIETY (Schneider)
M, W 12-1, F 1-2

13a UTOPIA AND POWER (Hulliung)
T 10-11, Th, F 11-12

SPRING SEMESTER

3aR RUSSIA AND THE WEST (Freeze)
T 2-4, 3rd TBA

7b INDUSTRIALIZATION (Keyssar)
M, W, Th 1-2

8b CHANGING SHAPE OF COMMUNITY (Demos)
M, W, F 9-10

9b HISTORY OF THE FAMILY (Kelikian)
T, Th 9, F 10

10b STATE AND SOCIETY IN THE WESTERN WORLD (Keller)
M, W, Th 10

11b AFRICA AND THE WEST (Nyangoni)
M, W 11-12:30

15b POPULATION HISTORY AND SOCIETY (Cowgill)
T 10, Th, F 11

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